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Anxiety Disorder And Student's Attitudes: A Focus On

Their Performances And Achievements

A Case Of 3rd Year LMD Students, English Division,

University Of Mohamed Kheider-Biskra.

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Dedication

« joy is being alive, young, healthy, and among those whom you love the most. »

I would like to dedicate this work to those responsible for my existence and success, for those dear to my heart, my parents, and my family.

My brothers, the ones' that life tied me with:Aniss , Nadjib, Houssam, Mohamed And Saif .and to all my dear friends.

This is not a proper dedication until Mr.Maamar beshar is mentioned, I would like to dedicate this effort and work to him, and express my gratitude for the opportunity he granted me with. Working with him was a great pleasure I shall never forget.

May they forever live in peace and prosperity.

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Abstract

The speaking skill is a hard skill to master during the language learning process, during that process EFL learners can find their selves facing issues that can hinder and diminish their ability to learn. This study is concerned about examining one of this difficulties. Anxiety is one of these factors than can cause physical and psychic trauma to EFL students', reducing their performance level, shifting their attitude, and affecting their achievements. The method of the research is quite descriptive. The data collection method used was the questionnaire, after the administration of both teachers and students' questionnaires, and the analysis of both, the results indicated that anxiety does affect the students' attitudes, performance, and achievements.

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List of abbreviations:

EFL=English as a foreign language

%: percentage

(with Number within)=the number of participants in said study

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I. General Introduction:

Learning English as a foreign language can be an exhausting task to carry on, facing many obstacles EFL (English as a foreign Language) students might find themselves facing crippling challenges, the process itself is fragile in its essence .due to being a foreign language, English language can be a bit tricky to master .Students might find themselves facing many psychological disorders, including stress, shyness, stuttering, anxiety…etc. The speaking skill itself is hard to master, regardless of the confidence level that the students have, the process is so fragile, to the extent that if affected, the consequences will be severe.

Algerian EFL students rarely communicate using English outside the classroom, the reasons why they do not may vary, however this can play a major role in slowing their advance in the language mastery field, therefore a close examination is needed .throughout this study we will analyse the different variable that control the effects of anxiety on LMD students .

In order to examine this phenomenon, one must result to studying the targeted population closely, this study seeks to unveil anxiety and its effects on student's attitudes, performance, and achievements.in this chapter an attempt to quarter the definition of anxiety and its provoking cause will be made.

II. Significance Of The Study:

This study is set to understand this phenomena know as anxiety disorder, this case of emotional disturbance is a crippling disorder that might send student plummeting,

understanding this disorder's effects on the overall state of the student might be of great importance

III. Aims and goals:

-to better understand anxiety

-To better understand the impact of anxiety on 3rd year lmd student's attitudes

-To investigate the severity of anxiety's impact on student's achievements and performances (oral…etc).

-To focus on the emotional effects of anxiety rather than the physical ones

IV. Research questions:

1. What is anxiety disorder?

2. How does anxiety affect student's physical and emotional state?

3. What are the various effects of anxiety on student's attitudes?

4. How does anxiety influence 3rd year lmd student's achievements and performances?

V. Hypothesis:

We hypothesis that language anxiety does effect students' physical state, their attitudes, their performances, and achievements.

VI. Methodology: for this research we have chosen to use the descriptive method, for the sake of time, we were unable to apply the experimental method .to quarter for the applied part of the research, we resorted towards using two questionnaires, one that was submitted to sixty(60) 3rd year LMD students, only 42 copies were recovered. The other questionnaire wash submitted to five teacher, all copies were recovered.

As for the theoretical part we would be dealing with two variable, the results would be validated with the findings and the analysis of the questionnaires.

I. Introduction:

Anxiety; being one of the most influential psychological disorders is in dire need to be examined, in order to fully understand the nature of this disorder and its effects on foreign language learning, one must understand the true nature of the dilemma, its clinical roots, and its types, furthermore one must understand the full gravity of this disorder, and the destabilizing impact that it could inflict on the already troubled EFL students, facing a huge task of adapting with the newly acquired set of rules, and adapting with EFL itself.

This newly acquire language can become a source of fear, social phobia and stress, causing students to tremble into a state of denial (of some sort) creating countless amount of self-inflicted issues, self-preservation takes control over the students body when faced with" embracement causing situation", out of fear of consequences students will result to shutting down the system (worst case scenario),

In this chapter an attempt to quarter the definition of anxiety and its provoking cause will be made.

II. General Definition Of Anxiety:

Anxiety disorder is defined as a medical/psychological disorder, caused by many social, and personal factors, for instance anxiety is defined as a feeling of unrest, nervousness, uneasiness while facing a stress causing situation.(according to the national institute of mental health).

Some of anxiety symptoms may manifest on the persons physical behaviour, symptoms such as: Worry, apprehension, Feeling of oppressiveness, Difficulty concentrating, complaints of memory loss, Irritability, restlessness, apprehension…etc. Can easily manifest when someone is orally performing under stress or anxiety, (other symptoms, such as increased heart rate, limbs shaking, and sweat….etc

According to david A.Clark, anxiety is clinically defined as: " (Clark)a complex cognitive, affective, physiological and behavioural response system (i.e., **threat mode**) that is activated when anticipated events or circumstances are deemed to be highly aversive because they are perceived to be unpredictable, uncontrollable events that could potentially threaten the vital interests of an individual".(Clark,Beck.2010)

Anxiety itself can be beneficial if kept under control, however; if it deteriorates it might lead to catastrophically, and long term damages.

III. Definition Of Language Anxiety:

After providing a clinical definition (guideline) for anxiety, it is imperative to go in depth defining anxiety and its relation with language and language learning, for instance Sila, Ay (*The Journal of International Social Research,Volume 3 / 11 Spring 2010) cites that*

MacIntyre (1999) suggested a type of anxiety called situation specific anxiety, which is mainly experienced in particular and specific situations .according to him Foreign language anxiety is a specific situation anxiety, moulded in a unique

environment related to the setting of the foreign language learning process, and that is felt when one is required to use a foreign language.

According to Horwitz, Horwitz and Cope (1986), foreign language learning is a complicated process, which can be affected by many variable, such as learners' self-perceptions, beliefs, and behaviours particular to a specifically related environment of foreign language learning.

.Individuals who do not experience any issues when expressing themselves and comprehending others in their native language ,seem to experience difficulties doing the same in a foreign language, and they perceive all sorts of acts to be performed using that language as a threat to their self-perception. Language anxiety ranks high among factors that influence the foreign language learning process, regardless of the learning settings (Oxford, 1999), and it has become central to any examination of factors contributing to the learning process and learner achievement (Hurd, 2007, p. 488).Given that foreign language anxiety relates to performance assessment in educational and social surroundings, it may also be related to the three different forms of anxiety seen in cases of performance: *communication apprehension*, *test anxiety*, and *fear of negative evaluation*.

Communication apprehension: is a type of shyness that is felt when communicating with people and that manifests itself through anxiety. The extreme fear of being miss interpreted or misunderstood, or being put in an embracing situation where they might their public face threatened, putting their reputation in danger.

Fear of negative evaluation: which stems from an individual's conviction of being evaluated negatively, leads the individual to avoid others' evaluations and evaluative situations. Defined as a type of performance anxiety that arises from fear of failure felt in academic evaluation environments, this will lead to a case of severe trauma, and eventually a sort of resentment toward the learning process.

Test anxiety: is the third type of anxiety, which is associated with foreign language anxiety (Horwitz & Young, 1991). These three types of anxiety and the degree of foreign language anxiety are worthy of consideration, and the categorization of anxieties are helpful in describing foreign language anxiety. Nonetheless, foreign language anxiety does not simply consist of their combination. Horwitz et al. conceived foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning ascending from the uniqueness of the language learning procedure" (as cited in Batumlu & Erden, 2007, p. 25–26)……"

Another set of definitions is summarized in the passage below:

Trait anxiety: "a native or acquired behavioural disposition that predisposes an individual to perceive a wide range of objectively non-dangerous circumstances as threatening and intensity of the objective danger, it is relatively permanent and a steady personality feature (Spielberger, 1991). The second type is State anxiety, which is "an apprehension experienced at particular moment in time, for example, prior to taking exams, this particular type of anxiety is provoked in the confrontation of the perceived threat" (Macintyre, Gardner, 1991). However, it is temporary and altered in time, i.e.: it can be treated and its effects are healed and treated by time and a certain performed

strategies to cope with this issue. Although state anxiety is a threat to one's advance in English learning, it is not quite threatening as trait anxiety.

IV. The Main Causes And Provoking Contexts Of Anxiety:

Anxiety is a phenomenon that can be triggered automatically, and spontaneously, however, some researchers have been able to corner some of the provoking causes, for instance Renxia Zhang & Jian Zhong(International Journal of English Linguistics,vol:02,N:03.2012),categorized the possible causes that can lead to provoking anxiety, into four categories: learner-induced,

Classroom-related, skill-specific, and some society-imposed depending on various contexts.

These four categories are explained as follows:

IV.I. Learner-Induced Anxiety: it is the product of the learners own negative perceptions, such as setting unreachable standers, poor language mastery level, an excessively competitive nature, fear of negative evaluation and lack of self-esteem. These perceptions control the students will and ability to adapt to stressful situations, causing him /her to experience severe cases of anxiety.

IV.II Classroom-Related Anxiety:

The type of support provided by the instructor, the type of activities, techniques, classroom management, and treatment….etc. can play a huge role in provoking or

eliminating anxiety inside the class walls. Even the attitude of the teacher or the fellow students' can effect one's attitude and provoke anxiety.

IV.III. Skill-Specific Anxiety: It is related to the mastery of the target language skills, for instance students with poor vocabulary and poor pronunciation can find it difficult to perform in front of their peers.

IV.IV. Society-Imposed Anxiety:

Different cultures, parental pressure, ethnic Identity, social status are all major factors that can lay a huge rule in provoking anxiety attacks.

However, Since trait anxiety is a permanent personality feature it is pointless to investigate it any deeper, trait anxiety is a part of the students personality, it could be automatically triggered, it is uncontrollable ,inconsistent and to a certain extant untreatable. On the other hand state anxiety is more treatable and its causes are explained as it follows.

According to (Bailey) when students compare themselves to more language proficient students or to an imaginary ideal self-image they often tend to get anxious.

Krashen relates anxiety to self-esteem by suggesting a cyclic relation between the two meaning the each influences the other , because a student with lower self-esteem will be more anxious and when anxious the student's self-esteem will be lowered and vice versa. Krashen and Terrell think of language anxiety as a close concept to existential anxiety by Rardin and social anxiety by Leary.

According to Rardin this existential anxiety touches the core of one's self image in other words learning a foreign language will affect one's own identity, trying to maintain self-image integrity whilst performing on stage can send the student into a form of shock, causing him to stress, leading for the manifestation of anxiety. These psychological phenomena along with the student's low self-esteem form the factors on which language anxiety can develop (the modern language journal 75, 1991; 428)

Psychologically speaking the main reason of language anxiety are the following:

IV.V. Self-perceptions:

According to Horwitz the student's self-perceptions or the way he thinks of himself or the totality of his perceptions, beliefs, attitudes and values (cited in,Laine, 1987)

Low self-esteem appears to be one of the most anxiety provoking perceptions, according to terror management theory (TMT)"people are motivated to maintain a positive self-image because self-esteem protects them from anxiety"(Greenber et al,1992;cited in ouwuegbuzie et al,1999:229) (Shu-Feng 78-83).

IV.VI Social Environment And Limited Exposure To The Target Language:

EFL subjects expressed that limited exposure to the target language is a serious obstacle in the development of their communicative competency which they need to answer 4.4questions in that language; this provokes stress and anxiety which affects the oral performance (Shu-Feng 78-83).

Another point, is parents expectations, based on the analysis of interview data collected from Taiwanese junior high school students, Liao (1999), it was found that students under any sort of parental pressure or influence will face difficulties in maintaining their nerves on stage, that same pressure can lead to provoking anxiety, especially if the parents pressure their child to be an achiever same as some of his peers and expect him to perform accordingly. (Cited in Zhang; Zohng.2012).

Society can play a major role in provoking anxiety, for example students whom are in the process of learning English as a foreign language might find it hard to equalize between their own culture and behaviors and even mother tongue, and the foreign language they are learning it will seem as an unnecessary compromise.

IV.VII. Cultural Differences:

The difference of cultures between that of the learners and target language appeared to be an important anxiety producing factor.

The more differences the two cultures have the more it is likely for it to be anxiety provoking.

Because the background is different, the student is afraid of miss interpretations and the term "losing face" appears here as a way to express embarrassment because of cultural differences (Shu-Feng 78-83).

IV.VIII. Social Status And Self-Identity:

According to (Pica, 1987) unequal social status between students and teachers can be anxiety provoking for the students, for example if the students feels that he is inferior to the teacher in some manner, could lead to stimulating fear and stress, which will cause anxiety to manifest.

The student's feeling of inferiority toward his teacher because of the teacher's full command of the language can make the conversation a very stressful event, making the student activate some sort of filter that examines and controls every act or word performed by the student, making the situation more complex.

Speaking in a foreign language and committing errors was found to be disturbing because of the fear of losing one's social status and self-identity, this is due to the belief that self-identity is only related to the first language (Shu-Feng 78-83).

IV.IX. Gender:

Conversation with the opposite sex in a second language is anxiety provoking for students who come from cultures where segregated education is a common thing however it doesn't represent a problem for students who are used to study with the opposite sex, in general this is governed by one's personal view (Shu-Feng 78-83).

Gender is one of the most anxiety provoking causes in oral classrooms, for instance male students or female students tend to have a since of self-preservation and fear of committing mistakes in front of the opposite sex, this fear springs merely from the need to self-preserve one's social face and status.

IV.X. Strict And Formal Classroom Environment:

According to (Daly, 1991; cited in Ouwuegbuzie et al, 1999:218) learners feel more anxious in highly evaluative situations when their mistakes are constantly monitored and evaluated by the teacher or their peers.

This indicates that language classrooms that follow the traditional behaviourist theories of learning can become an anxiety provoking environment. On the Contrary students feel less anxious in classroom environment that follows the constructivist theories of learning that focuses on collaborative activities and forming bonds between the teacher and the students (Shu-Feng 78-83).

IV.XI. Presentation in the classroom:

Giving a short talk in the classroom can be highly anxiety inducing especially when it's in front of the whole class or a large crowd.

Koch and Terrell(1991) and Young(1990;cited in young,1991:429) and Price(1991) found that oral presentation is considered by students to be the most anxiety inducing activity in class and students make it worst for themselves by rehearsing the presentation than having problems remembering what they rehearsed which also increases their speech anxiety (Shu-Feng 78-83).

For further explanation and authentication of the causes that has been mentioned above we shed the light on a study was conducted to learn and gather more data about EFL speaking anxiety, in 2005 a survey was administrated by Keiko Lizuka to 105 EFL students along the period of four semesters the results were categorized by applying the

KJ method (Kwakita Jiro, 1967-1970) the target environment was an EFL classroom in Japan.

According to (Lizuka 106) the results included that the students whom the survey was administrated upon agreed and provided the researcher with twelve anxiety provoking context in which they felt anxious or troubled, the results were as it follows:

1. Anxiety about participating in class or anxiety experienced in the classroom, which was provoked by a lack of preparations for class (22)

2. When students speak English in front of the class (e.g., presentation or group discussion) (19)

3. When students struggle to understand what classmates and especially teachers talk about, and have difficulty in keeping up with class (19)

4. When students have difficulty in making their points in English or in getting through to their interlocutors ([15)

5. When students have trouble expressing their ideas although they are required to do so([15)

6. When students interact with classmates who can speak English fluently (e.g., returnee students or students with experience studying abroad)[11)

7. Anxiety the student felt about his/her own English proficiency (11)

8. Anxiety about whether or not they can pass the courses (7)

9. When students interact with not-so-close classmates or teachers with whom they feel a psychological distance (5)

10. Anxiety arising just before a presentation, due to fear of making a mistake (4)

11. Anxiety about whether or not they can finish assignments or complete assignments satisfactorily (3)

12. No special anxiety (6)

More reasons that are related to the individual himself appear to be:

_ Pressure from parents or family and teachers to get good grades at school and the learner's fear of disappointing them...

_ Lack of confidence that one can learn this particular language because of a previous belief that it is extremely hard to master (ex: the case of learning the Chinese language).

_ Fear of making mistakes and subsequent kinds of punishment (ex: verbal abuse, subtracting grades…etc).
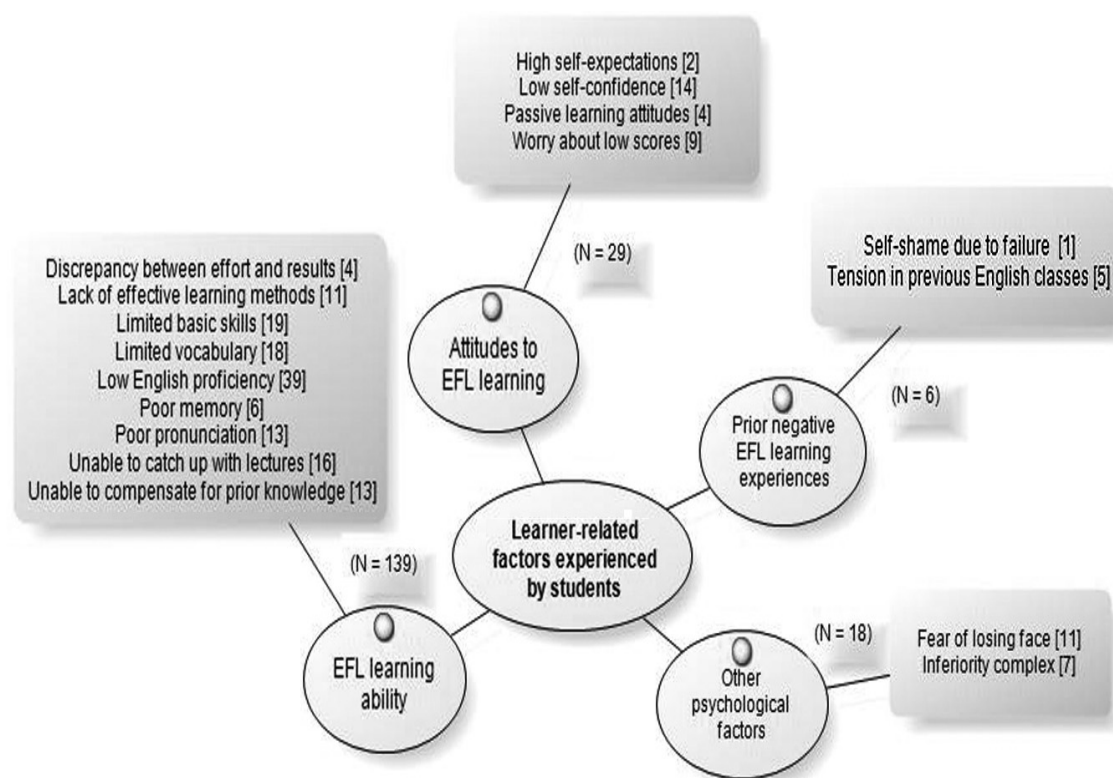
Figure 01: A graph showing the provoking agents of anxiety (and some of its effects)

To conclude, it is imperative to cite that anxiety is a spontaneous and arbitrary defect, it can strike regardless of time and place, it causes remains ambiguous and hard to examine due to its nature, and if not mended it can lead to catastrophical consequences that can damage the students' attitude toward learning English beyond the point of repair, as it has been mentioned above anxiety is a product of the environment, an issue cause by settings and timing,. Many factors cause anxiety, however it may lead to severe consequences and complications if not dealt with.

I. Introduction:

After examining the causing factors of anxiety, it is imperative to analyse its effects in order to fully comprehend its toll on the student ability to learn. Being a psychological disorder, anxiety can disable one's kinetic and mental ability rendering the student in a position where he is unable to adapt nor to survive the attack, thus causing a decrease in his performance and a drastic change in his attitude, which might lead to a decrease in the students' achievements.

Anxiety's effects can manifest either physically (body related) or cognitively (performance related), the physical effects are noticeable through one's movements even before speaking, gestures can show signs of elevated stress level or the first signs of anxiety, this manifestation is nothing but an ordinary response that one's nervous system takes in order to protect itself and one's image from being mocked and embarrassed, these effects are a group of behavioural fail safes. According to (Leary, p1103; cited in Young 1991) there are three categories of physical effects that manifest from social anxiety:

1. Arousal-mediated responses.

2. Disaffiliated behaviour

3. Image protection behaviour

These behaviours are related to social anxiety, but since language and speaking anxiety are nothing but an extension to social or general one, therefore these behaviours are the same when it comes down to comparison and they are identified as follows:

I.I. Arousal Mediated Behaviour:

Leary argues that this behaviour is a set of side effects of the learner's activation of his/her sympathetic nervous system, these side effects has no concrete function they also accompany all aroused states (such as stress, shyness...etc) they manifest in one's squinting in his/her seat, contemplating in empty space, playing with hair or

clothes, manipulating objects and stuttering or stammering in speech or generally appearing nervous and edgy.

I.II. Disaffiliated Behaviour:

this behaviour is characterized as actions that reduce or help reduce social interactions, these actions are apparent in fewer initiations of conversations, allowance of silent periods in the conversation, shorter speaking periods in front of an audience and excessive speculation these are the first apparent signs of anxiety and they provoke the activation of self-protection mechanism and non-Conscience Reactions Toward Stress. This type of behaviour will cause the students to attempt avoiding any contact with his peers, isolating his/her self that is in order to maintain public-face, this behaviour will decrease interaction and the usage of language, causing a drop in performance

I.III. Image Protection Behaviour:

this behaviour is characterized by excessive smiling and nodding, by interruption of others due to the lack of confidence and giving empty feedback such as (whu-huh, ahha …etc).According to Leary these responses serve to protect one's social image and making one seem friendly, polite and sociable (p.114), hence these effects can cause distortion and change in the students' behaviour, it surely will be of great effect on the student's attitude toward the anxiety provoking situation.

II. The Effect Of Anxiety On Students' Attitudes:

It is crucial to understand the impact of anxiety on students' attitudes toward learning English, this will cause further complications, and it might even lead to a state of shock, hindering the student's performance and in return causing a decrease in his/her achievements. Regarding this subject Macintyre and Gardner (1991) cite in their work that"… After several language experiences with the second language context, the student forms attitudes that are specific to the situation, that is, emotions and attitudes about learning a new language. If these experiences are negative, foreign language anxiety may begin to develop.

As the negative experiences persevere, foreign language anxiety may develop into regular occurrence and the student begins to expect to be nervous and to perform poorly. This foreign language anxiety is based on negative expectations that lead to worry and emotionality. This leads to cognitive interference from self-derogatory cognition that produces performance deficits. Poor performance and negative emotional reactions reinforce the expectations of anxiety and failure, further anxiety being a reaction to this perceived threat…." (McIntyre & Gardner, 1991a, p. 110).

Anxiety depends on the situation the students is currently in, as his /her attitudes shifts, the student might find his/herself losing canto over the situation, causing more anxiety to manifest, this cycle will end once the student is unable to bare anymore anxiety, as the student breakdown under pressure, his attitude toward the foreign language learning process will drastically change.

III. The Effects Of Anxiety On Student's Performance:

Anxiety can incapacitate students and diminish their performance, especially when facing a situation that require speaking publically, this will surely lead to a form of paralysis, leading the student to come up short, lose control, stutter, and act drastically

Cognitively speaking the relations among anxiety, cognition and behavior are best seen as recursive and cyclical, where each influences the other.For example, a demand to answer a question in second language class may cause the student to become anxious, anxiety leads to worry and rumination (Leary, 1990; Levitt, 1980).

Cognitive performance is diminished because of the divided attention and therefore performance suffers, leading to negative self-evaluations and more self-deprecating cognition which further impairs performance and so on. For some students the association between second language learning and anxiety is so established it leads the student to become anxious at the prospect of second language learning or communication. This is the distinction between state and trait anxiety.

State anxiety is an immediate, transitory emotional experience with immediate cognitive effects.

Trait anxiety is a stable predisposition to become anxious in a wide range of situations (Spielberger, 1983), in other words state anxiety is the reaction and trait anxiety represents the tendency to react in an anxious manner. The negative effects of anxiety discussed above, such as cognitive interference, can only be associated with the immediate anxiety experience and therefore refer to state anxiety arousal.

The role of anxiety in second language learning based on the psychological effects of anxiety is as follows:

Language learning is a cognitive activity that relies on encoding storage (memorizing information) and retrieval processes (remembering information) and anxiety can interfere with each of these by creating a divided attention scenario for anxious students (D. MacIntyre 90-99).

According to (MacIntyre & Gardner, 1994a) anxious students are focused on both the task at hand and their reactions to it. For example, when responding to a question in class, the anxious student is focused on answering the teacher's question and evaluating the social implications of the answer while giving it. To the extent that self-related cognition increases, task-related cognition is restricted, and performance suffers. Anxious students therefore will not learn as quickly as relaxed students. (The Modern Language Journal; 79, 1995; 96)

If anxiety arises during learning then anxious students will perform poorly because they have learned less. However, if anything, anxiety may be more strongly aroused by speaking than by learning. Thus, anxiety may also interfere with the student's ability to demonstrate the amount that she or he does know. The classic example is the student who knows the material but "freezes up" on a test. Anxious students are caught in this double bind; they have learned less and may not be able to demonstrate the information that they have learned. Further, the cyclical relation between anxiety and task performance suggests that as students experience more failure, their anxiety level may increase even more. (MacIntyre & Gardner, 1994a, 1994b) task

performance suggests that as students experience more failure, their anxiety level may increase even more. (MacIntyre & Gardner, 1994a, 1994b)

Consequences

Cognitive interference + decreased Engagement

Poor achievement relative to potential

Decreased motivation to study/participate

Negative self-evaluation & academic self concept

Increased anxiety

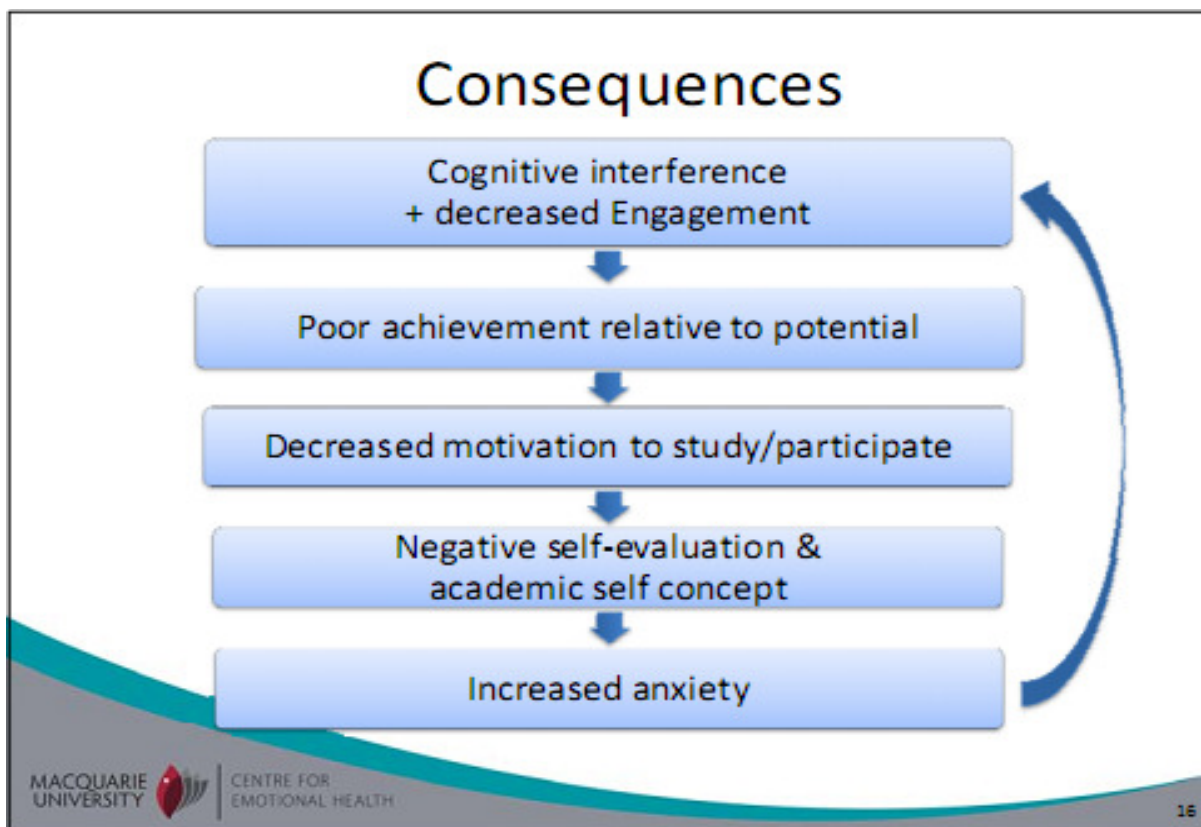MACQUARIE UNIVERSITY | CENTRE FOR EMOTIONAL HEALTH

Figure 02: A caption showing the cognitive consequences of anxiety

(Lyneham,9)

-Anxious students have a narrow focus of attention based towards possible threat, example the threat of being mocked or laughed at.

-Anxious students interpret neutral situations as threatening; example in oral performances two of the audience speaking to each other is automatically considered mocking one's performance.

-Anxiety takes up the resources available for academic tasks.

 -Anxiety is associated with:

   -Decreased short term memory.

   -General memory deficits, with specific visual memory deficits.

   -Poor recall of previously mastered materials.

-Perfectionistic beliefs lead to unrealistic expectations of performance and an inability to live up to these expectations.

-Anxiety leads to poor engagement in class or in social interactions which also leads to poor social statues. (Lyneham 03-09)

IV. The Effects of anxiety on students' achievements:

Since anxiety can have huge effects on students' performances, and their physical state of being, it will surely effect their achievements. Since performance is the input, and it might be affected by anxiety attacks, the output (being the academic achievements) will surely be influenced, the severity of the impact might vary depending on the student and his personality.

However, according to a study made by Sr**.** Kaula Assumpta Syokwaa(*Journal of Educational and Social ResearchMCSER PublishingVol. 4 No.3May 2014,)*where 180

respondents took a 25-item Anxiety Personality Self-Evaluation Quiz The exercise required that they indicate their predominant anxiety behaviour when faced by certain life situations. They did so by choosing the most preferred behaviour from a range of a 5-point scale arranged in ascending order from very low to very high anxiety. The 5 points were – 1. Never/no, 2. Rarely, 3. Sometimes, 4. Frequently, 5. Always yes..

The results of this study concurred with those of Muola, Kithuka, Ndirangu and Nassiuma (2009) whose study on the affiliation between test anxiety and academic performance in secondary schools showed that there was no significant relationship between test anxiety and academic achievement. Interestingly, their study concentrated on a few subjects and used a researcher developed instrument, while this study used a standardized test and the results from the two turned out to be similar.

The findings are similar to those of Huberty (2009) who reported that characteristics of anxiety can affect students behaviourally, cognitively, and physiologically, for example, high stakes testing can be very difficult for students with anxiety. Grills-Taquechel, Fletcher, Vaughn, & Stuebing (2012) study reported that, students who had lower reading scores at the beginning of the study tended to decrease their harm avoidance tendencies at the end of the study. A decrease in harm avoidance tendencies means the students were not as concerned with reading correctly.

The same students tended to increase their separation anxiety tendencies at the end of the study. The students did not necessarily worry about their reading skills, but they were more likely to avoid going to school. Nadeem, Ali, Maqbool and Zaidi (2012) studied the impact of Anxiety on the Academic Achievement of Students at University

level in Bahawalpur, Pakistan. The results show that when anxiety increases, academic achievement decreases both in male and female students.

Regarding this matter Wilson (2006) cites"…. However, it may be that anxiety is not only the *result* of poor language ability and achievement, but also that anxiety itself may interfere with existing language ability and therefore be a *cause* of poor language learning and performance. Supporting this view, MacIntyre and Gardner (1989) submitted in their evaluation of Horwitz et al.'s(1986) theory that their own results "tend[ed] to indicate that anxiety leads to deficits in86 learning and performance" (p. 271), and more forthrightly, the same authors later (1991b) stated: "language anxiety consistently, negatively affects language learning and production" (p. 302). Researchers have been interested in exploring its relationships with achievement in the foreign or second language. Indeed, Gardner and MacIntyre(1993b) called language anxiety "the best single correlate of achievement" (p. 183)…."

Hancock (2001) examined the effects of students' test anxiety and teacher's assessment practices on students' achievement and motivation at post the secondary level. He found statistically substantial results which revealed that all students, especially students with high anxiety level, performed poorly and were less motivated to learn. Thus he established that that when students who are particularly test-anxious are exposed to a highly evaluative assessment environment in their educational institution, they perform poorly and are less motivated to perform (Hancock, 2001).

A research study conducted by Cassady & Johnson (2002) "to investigate the effect of cognitive test anxiety on students' academic performance and found that

cognitive test anxiety exerts a significant constant and negative impact on academic performance measures".. Albero, Brown, Eliason & Wind (1997), on the basis of their research study, concluded that students having high test anxiety had significantly lower scores. Oludipe (2009) conducted a study to explore how test anxiety affects students' performance levels in the sciences, especially in Physics, and concluded that "low test-anxious students performed better than high test-anxious students on both numerical and non-numerical tasks in Physics".

On the other hand, Schonwetter, (1995) by relating this phenomenon to classroom instruction, the researchers further argued "how high test- anxious students were unable to benefit directly from organized instruction, which ultimately affected their performance in class". Several researchers explored gender differences with respect to test anxiety and found that females have higher levels of overall test anxiety than males (Chapell et al., 2005; Cassady & Johnson, 2002; Bandalos et al., 1995; Mwamwenda, 1994). Cassady & Johnson, (2002) clarified "that one explanation for differences in test anxiety on the basis of students' gender is that males and females feel same levels of test worry, but females have higher levels of emotionality". Zeidner (1990).

Anxiety can easily effect students' achievements, causing his academic level to suffer the consequences, all of these factors play a major role to guarantee the success of the language learning process. To conclude.it is imperative to understand that anxiety can affect student on a major scale, disturbing his performance, causing physical and mental incapacitation. This could lead to shortage in achievements and transform to a form of

language phobia.it is parallel to understand that language anxiety does affect students, and it is in dire need to be dealt with. Anxiety does affect students in every aspect, the severity of the impact might vary from case to case, whether male or female, anxiety will impact his/her, attitude, performance, and achievements.

I. Introduction:

Understanding anxiety and its effects on the students can be a complicated task, it requires delicacy, patience and the use of experimental method as a mean of data collection. However due to the lack of time, we have settled with the descriptive one: students and teachers questionnaire as data collecting instruments.

The students' questionnaire was administered   to third year LMD students, as it was distributed on sixty student, only 42 of them returned the questionnaire. The questionnaire is divided into two sections, the first one aims at understanding students attitudes towards learning English and the oral expression session, their level of language mastery(the way they perceive), and the obstacles they face. Section two aims at understanding the students' perceptions toward anxiety, and the way it effects them, their performance, achievements, and what the techniques they think might be useful to cope with said effects.

The teachers' questionnaire, is divided into two sections, the first section, titled motivation and anxiety, aims to shed light on motivation from the teachers' point of view, and to better understand teachers' perspective about anxiety. Section two aims at trying to harvest some of the teacher's' experience to harvest some applicable techniques for future use. At the end of this chapter the applied part results will have aided us to obtain a better grasp about anxiety. And its effects on third year LMD students.

II. Aim of the Survey:

This works aims at helping students discover new aspects of and stress, and raising their awareness toward finding new solutions to solve said issue, and to carter for future solution for the long run, this being a secondary aims. The primary aim of this research is to gather information about the effects of anxiety on student attitudes and performance toward learning English as well as understanding the different factors that can effect on the academic progress of some students.

III.   Description of the Questionnaire:

The questionnaire divided into three parts. The first part is about personal information of the learners concerning their gender, their age. The first section is concerned with the proficiency level, the problems that the students face during an oral presentation .section two dealt with anxiety and its effects, as well as the strategies students need to cope with this issue

IV. Students' questionnaire analysis:

Question 01: Do you find speaking English?
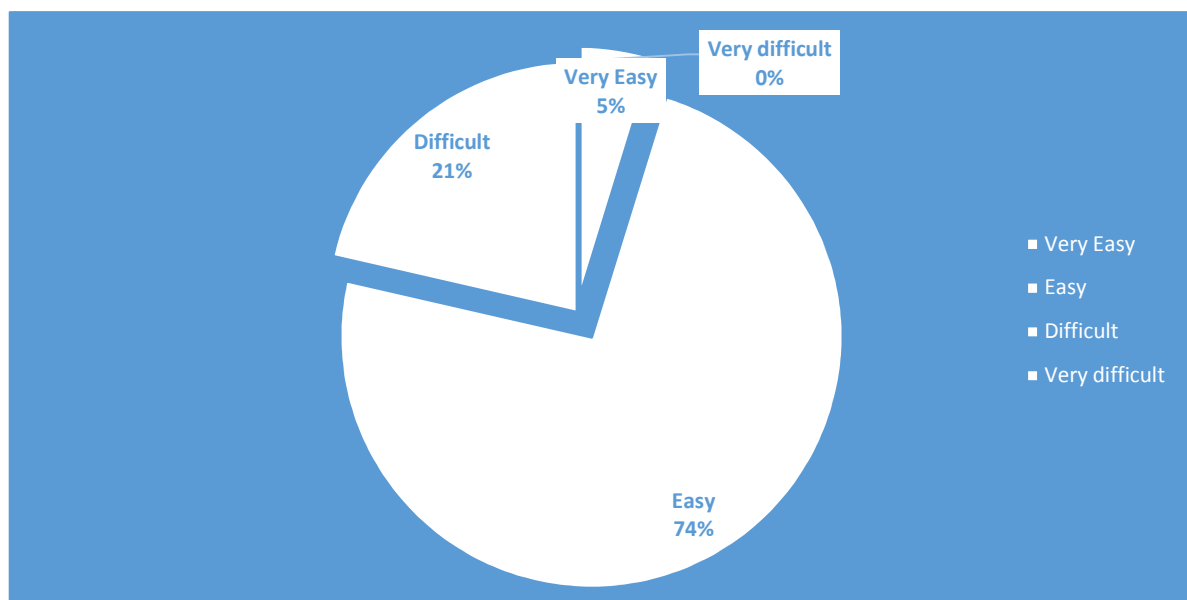
Figure 03-Question 1

Answer	Percentage	Participants
Very Easy	4.77%	2
Easy	73.80%	31

Difficult	21.42%	9
Very difficult	0%	0

Table 01

The results of asking students about how they feel toward speaking English, were that the majority answered that speaking English for them is an easy task. Almost 74% of the subject group finds speaking English easy..4%finds it easier. On the other hand 21.42% of the find it difficult. The results show that LMD students find speaking in English relatively easy.

Question Two: How Often Do You Engage In The Oral Expression
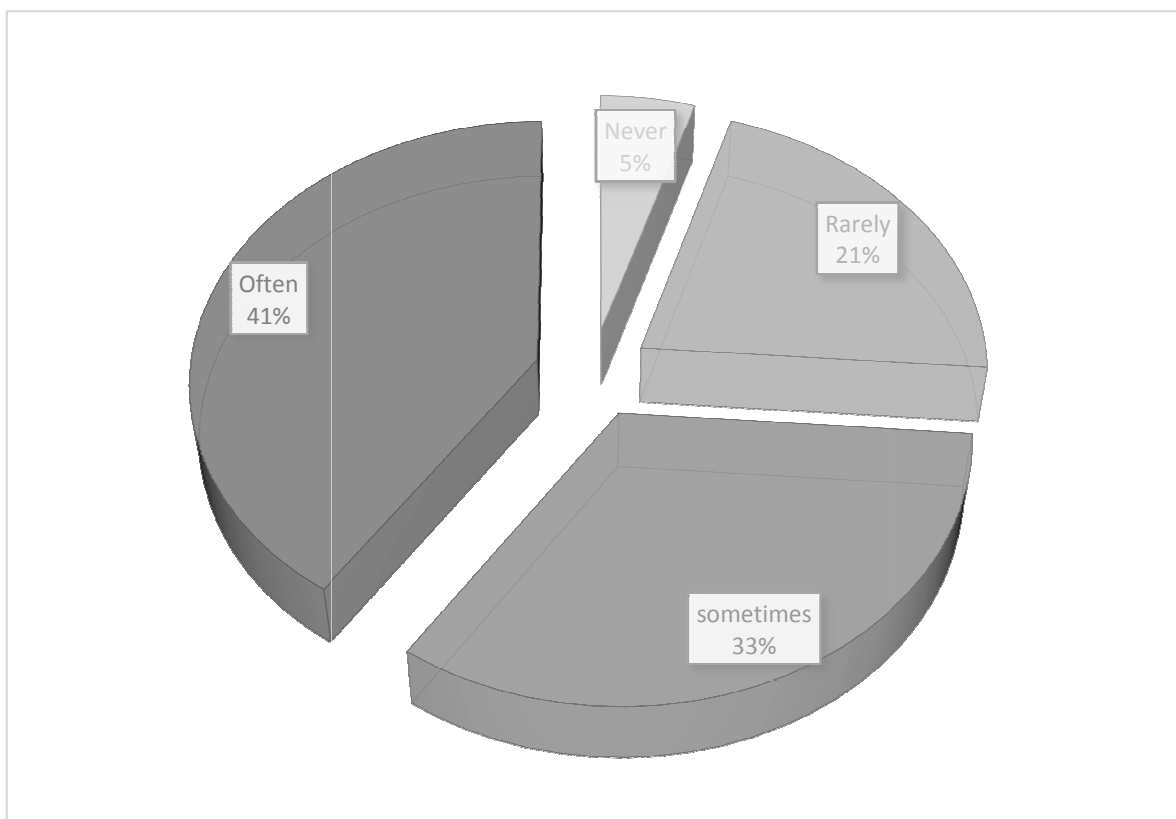
Class?

Figure 04

Answer	Percentage	Participants
Never	4.77%	2
Rarely	21.41%	9

sometimes	33.33%	14
Often	40.46%	17

Table 02

The results show that a big segment of students engage in the oral expression class, 40.46% of them answered that they often do engage in the oral sessions, 33.33%answred that they do sometimes, while 21% of them answered that they rarely do, leaving only two participants (4.77%) said that they never engage in the session. When asked to provide an explanation the majority of the students that answered with "often" and "sometimes" claimed that the session helps the express their feelings freely others answered "the oral expression class helps me improve my level", while those whom answered using "rarely "or "never" argued that the session is boring or he teacher is.

Question 03: Which of the following describes your level of oral performance in English?
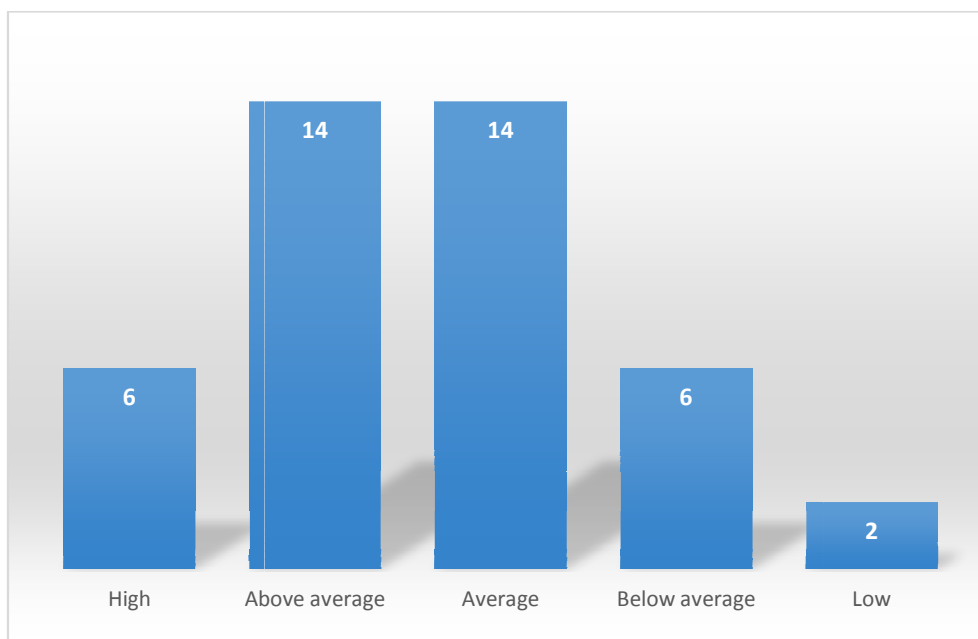
Figure 05

Response	Percentage	Participants
High	14.30%	6
Above average	33.30%	14
Average	33.30%	14
Below average	14.30%	6
Low	4.80%	2

Table 03

When asked to rate their achievable level when performing and oral task, 14% gave themselves a high rating (15-17/20), whilst the 33% of them answered both average and

above average (making it 66.6%of the subject group), only 8 participants gave their selves a low rating, this might be a consequence of low self-esteem, or prior traumatizing experiences

Question 04: how often do you speak English in the classroom?
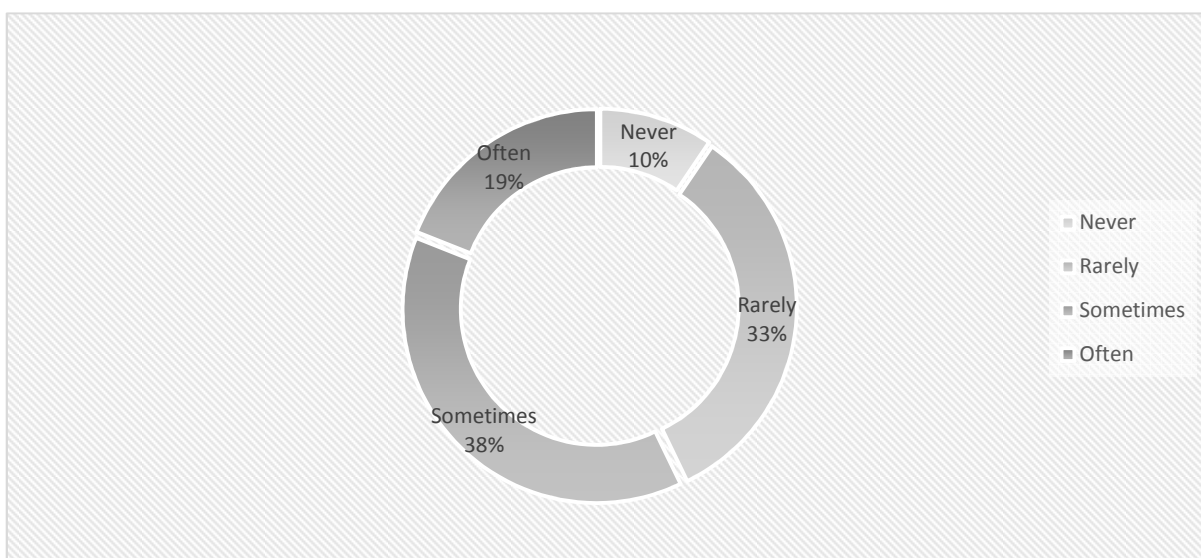
Figure 06

Answers	Percentage	Participants
Never	9.50%	4
Rarely	33.30%	14
Sometimes	38%	16
Often	19.00%	8

Table 04

When asked whether they use English as a medium of communication between them and their peers, only 19% answered using "often", while 38% answered using "sometimes", 33.3% answered with rarely, when asked to explain in a latter question, most of them replied that that rarely use or even never use English due to anxiety, stress and the settings of the classroom, only one person answered that he doesn't like to use English for communication because of personal reasons.
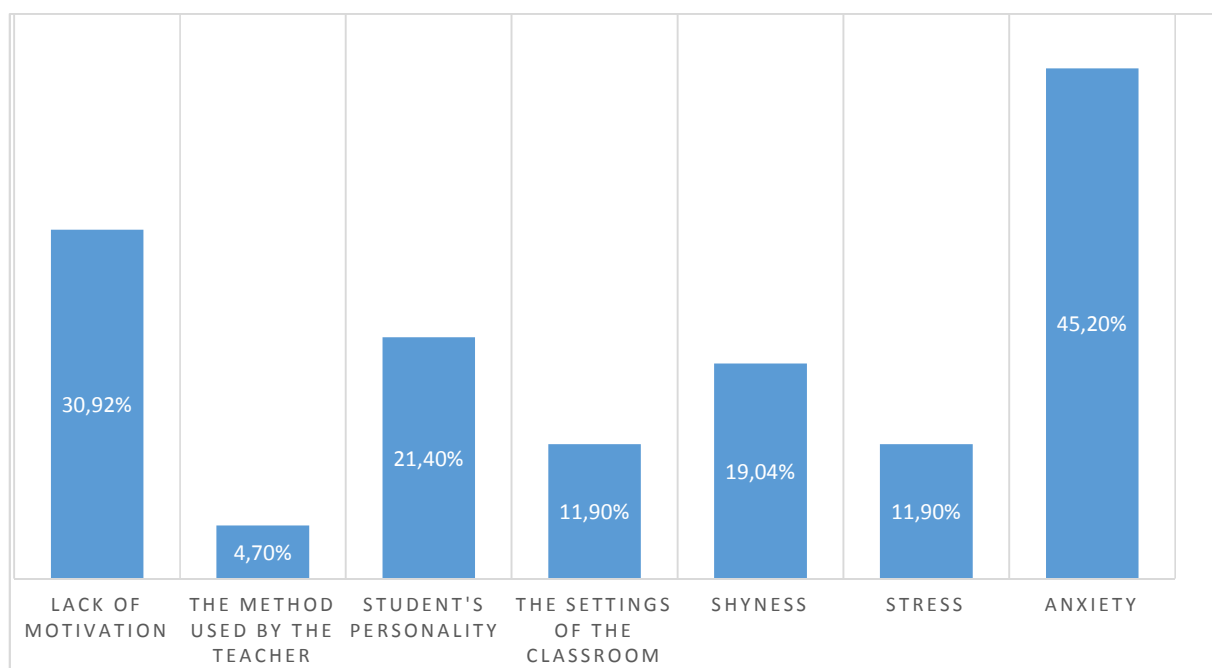
Figure 07

The figure illustrates the percentage of the students affected by these issues, as it can be see anxiety is the most negatively affecting class-room related issue, these factors if dealt with properly can lead to the creation of a very productive environment.

Question 05:to what extent does the oral expression course help you improve your oral performance?
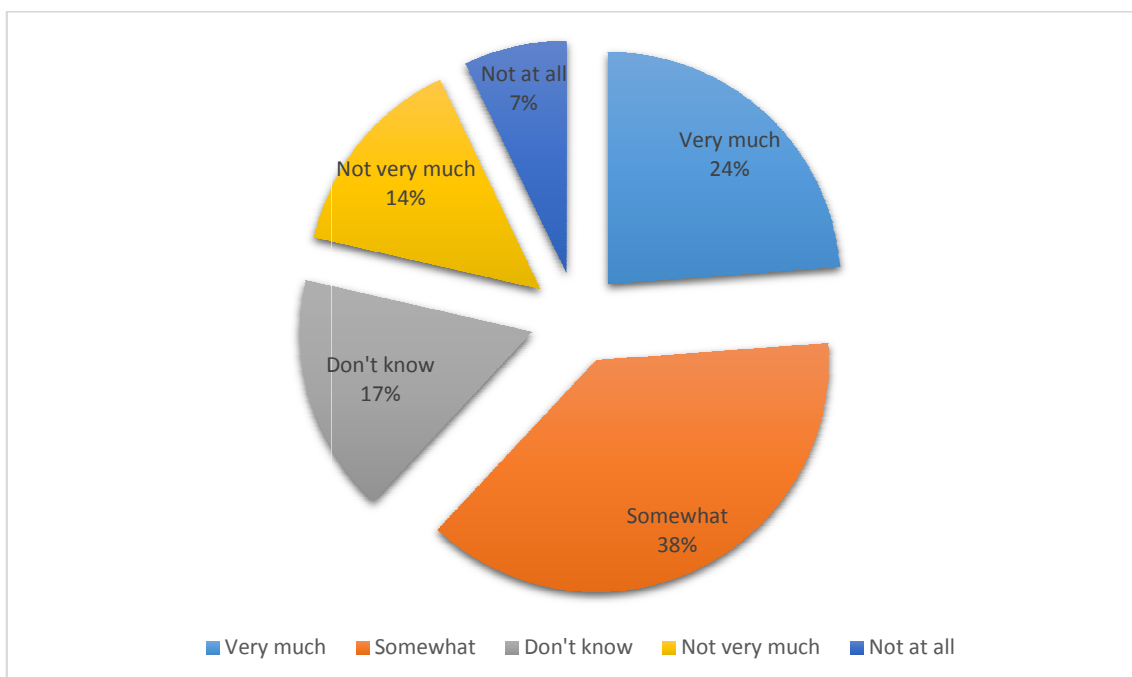
Figure 08

Answers	Percentages	Participants
Very much	23.80%	10
Somewhat	38.10%	16
Don't know	16.60%	7
Not very much	14%	6
Not at all	7.10%	3

Table 05

Only 23.8% of the students think that the oral expression session has/have helped them improve their oral skill mastery level,38%think that it slightly helped ,16.6% think that it's not obvious or in need to be stated, whilst 14% of them think that it doesn't help much and 7% argue that it doesn't help at all. This can be the result of many factors, for instance; those whom find the session un-interesting, the timing of the session, many factors can play a role in effecting the attitude of the student toward the oral expression session.

Question 7: Do you enjoy the oral expression class?
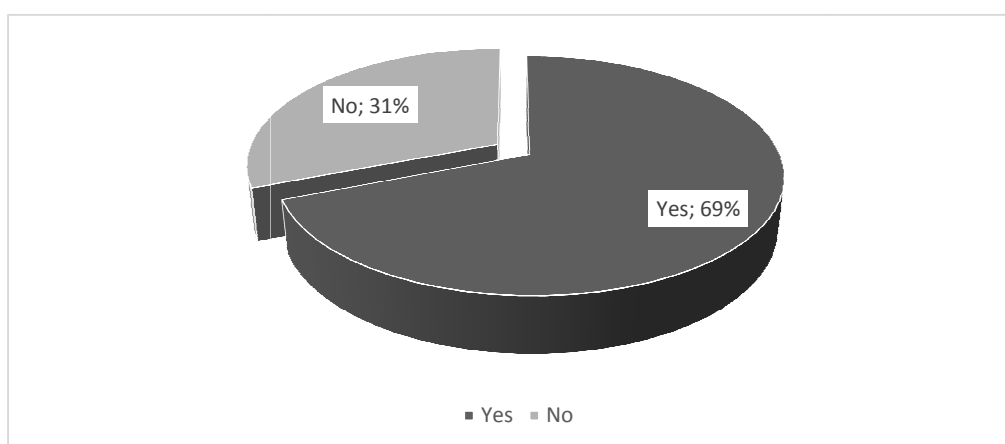
Figure *0*9

Answers	Percentage	Participants
Yes	69%	29
No	31%	13

Table 06

When asked whether they like the oral expression session or not 69% of them answered "yes" while 31 answered "no". When asked to clarify why the majority of those whom answered yes argued that the session is "fun", "helpful", and that it helps the strengthen their language mastery level, as for those hat answered no, they argued that the session was/is boring, the settings are an issue, or the method applied by the teacher doesn't suit their needs, or the topic itself needless or pointless.

Answers	Percentage	Participants
Often	28.50%	12
Sometimes	50%	21
Rarely	14.30%	6
Never	7.10%	3

Question 08: Do you experience any kind of trouble, when performing?

Table 07
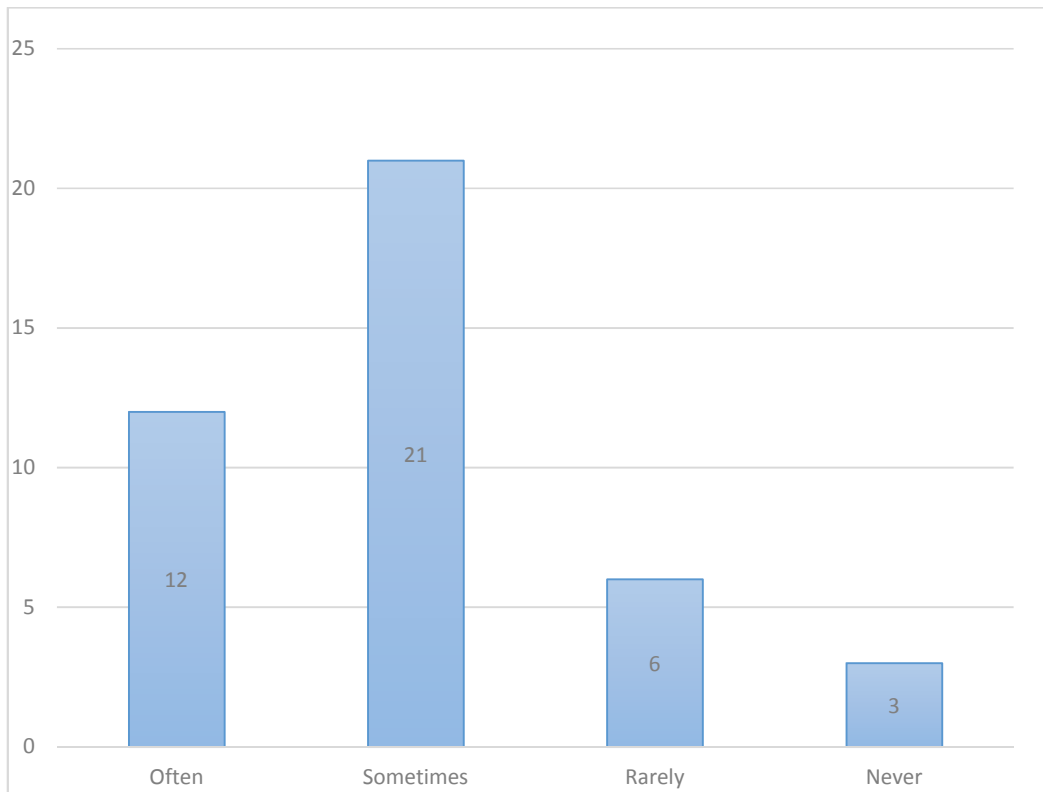
Figure 10

Only 28.5% of the student experience difficulties while performing on stage, 50% of them answered that they do experience difficulties from time to time.14.3% answered "rarely", and 7.1%claimed that they have never experienced any sort of issues. When asked to illustrate further. Nearly 40% of the students that answered using "often "and "sometimes", assert that the issues they face are stress and anxiety related ,others argue that its due to the fear of embracement they tend to experience issues on stage .
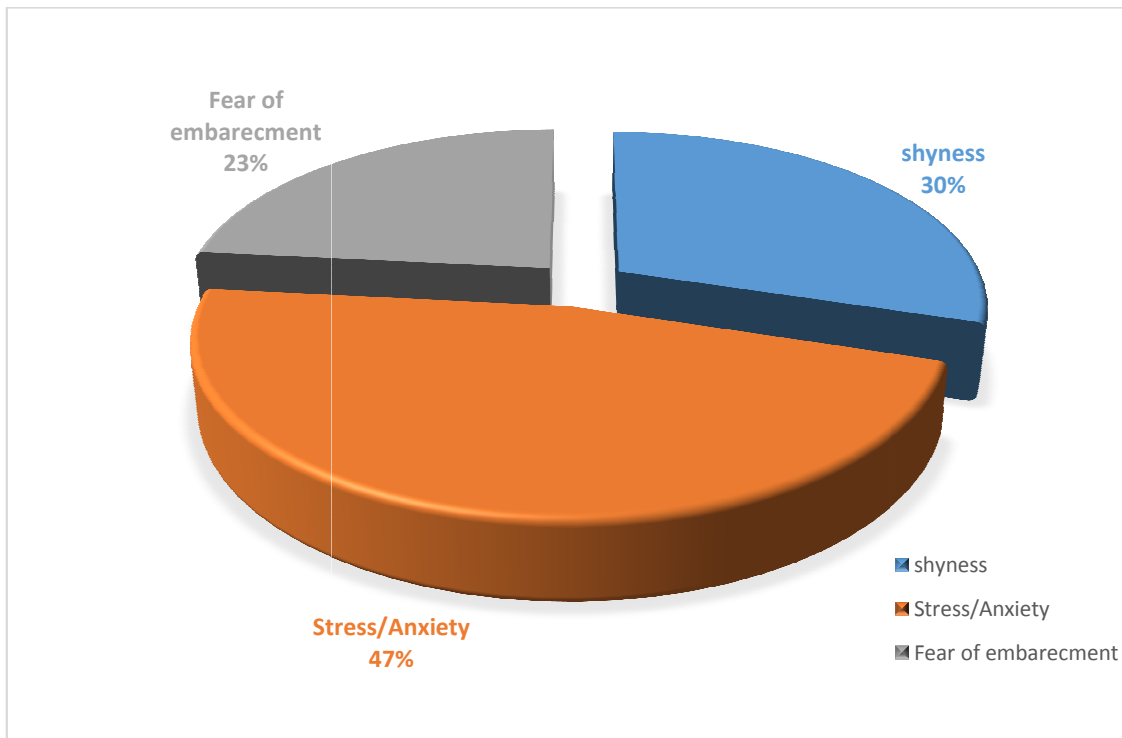
Figure 11

This figure shows the percentages of the students that responded when asked if they ever faced issues when on stage, 47%of them said that they experience stress or anxiety, 23% of them said that they fear embracement and that makes them perform poorly in front of others, and 30% said that they experience shyness on stage.

Section two:

Question 01: do you know what anxiety is?
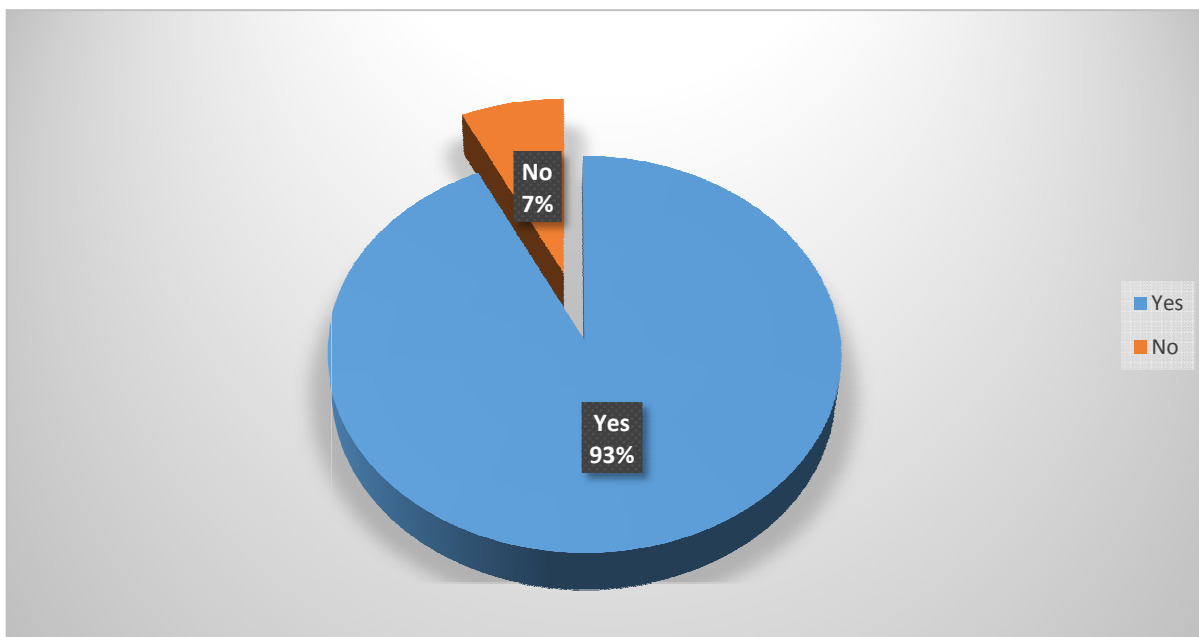
Figure 12

Answers	percentage	participants
Yes	92.80%	39
No	7.14%	3

Table 08

Approximately 93% of the students recognized anxiety, only 7% of the specimen answered no (3 participants), this might indicate that almost every student experienced some form of emotional disturbance such as anxiety, stress…etc

Question 10: have you ever experienced anxiety or severe cases of stress

while performing on stage?
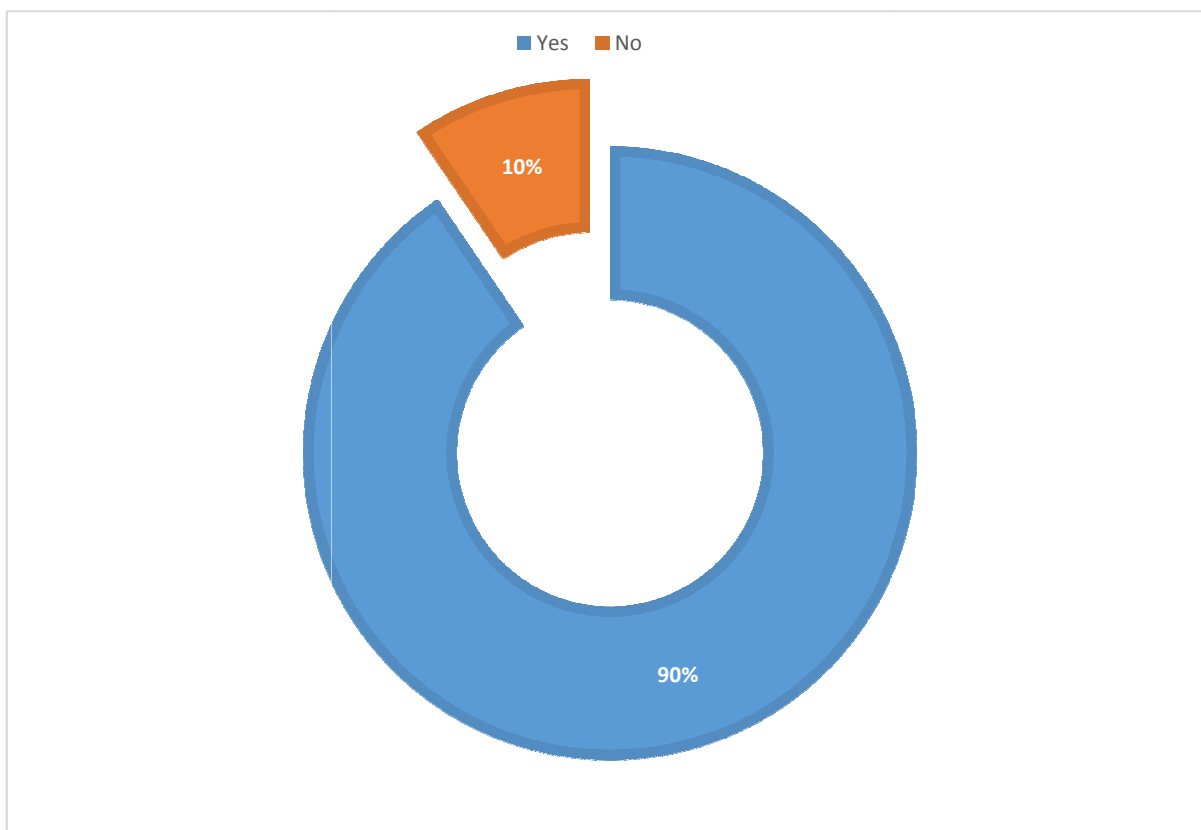
Figure 13

Answers	Percentage	Participants
Yes	90.50%	36
No	9.50%	4

Table 09

When asked about prior experiences where the students experience cases of anxiety or stress, 90.5%answered "yes", only 9.5% answered "no". In the following question, they were asked to cite the factors they think are the main reasons for their issues, most of them claimed that the settings and the method applied by the teacher are one of the main provoking agents of their anxiety attacks, the fear of the audience reaction, and the lack of motivation.

Question 11: in your opinion can anxiety effect you achievements?
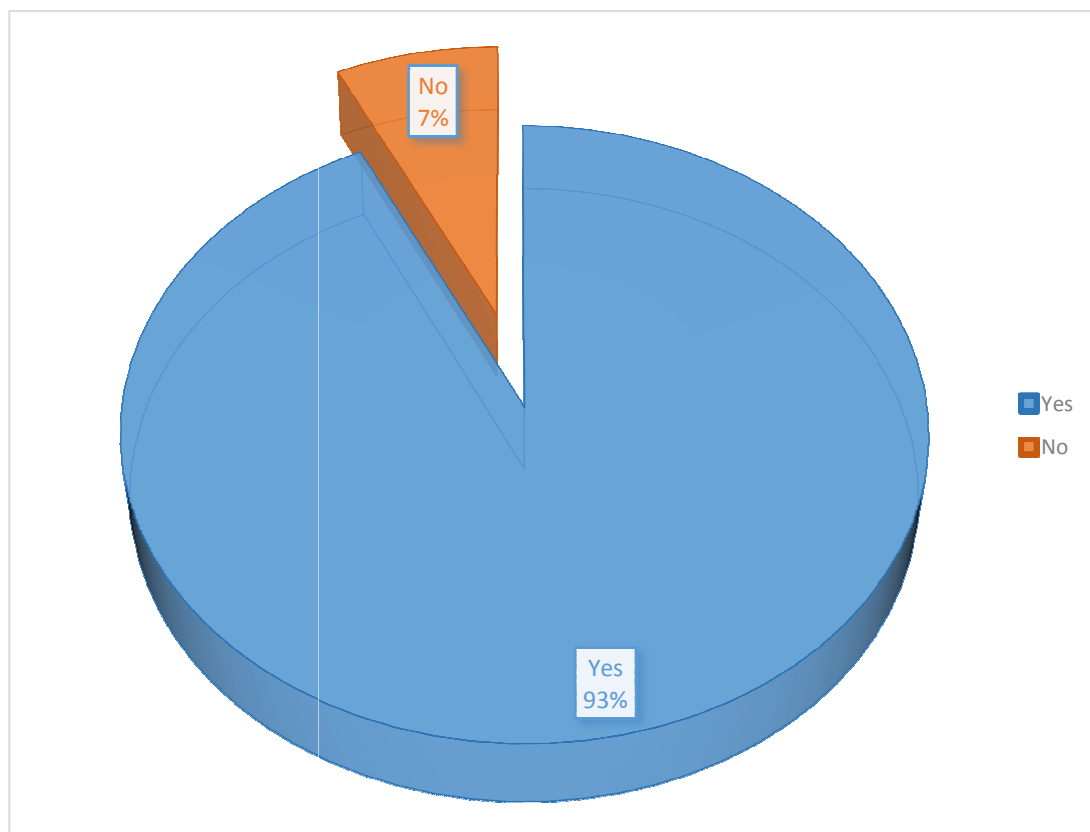
Figure 14

Answers	Percentages	Participants
Yes	92.80%	39
No	7.20%	3

Table 10

According to the gathered results 92.8% of students think that anxiety can affect their achievements negatively, and only 7.2% finds it irrelevant and with no impact on their academic level and achievements.

In question 12 students are asked to provide their opinion and thoughts about what should be done to lessen the effects of anxiety, the following is a summary of their answers:

-most students find it crucial to adapt a new teaching technique by the teachers, a new technique that can motivate them to engage in more interactive sequences….etc.

-One of the most mentioned strategies is to encourage participation in class, whether by teachers or peers.

-encourage and reward participation, include more interactive tasks. Avoid negative evaluation or face threatening acts.

IV. Teacher's questionnaire analysis:

This part of the study aims at examining the issue of anxiety from the teacher's perspectives, it's imperative for oral expression teachers to familiarize their selves with their environment that is in order to create a work environment that can be a suitable work place.

Question 01: which of the following describes your students' speaking level?
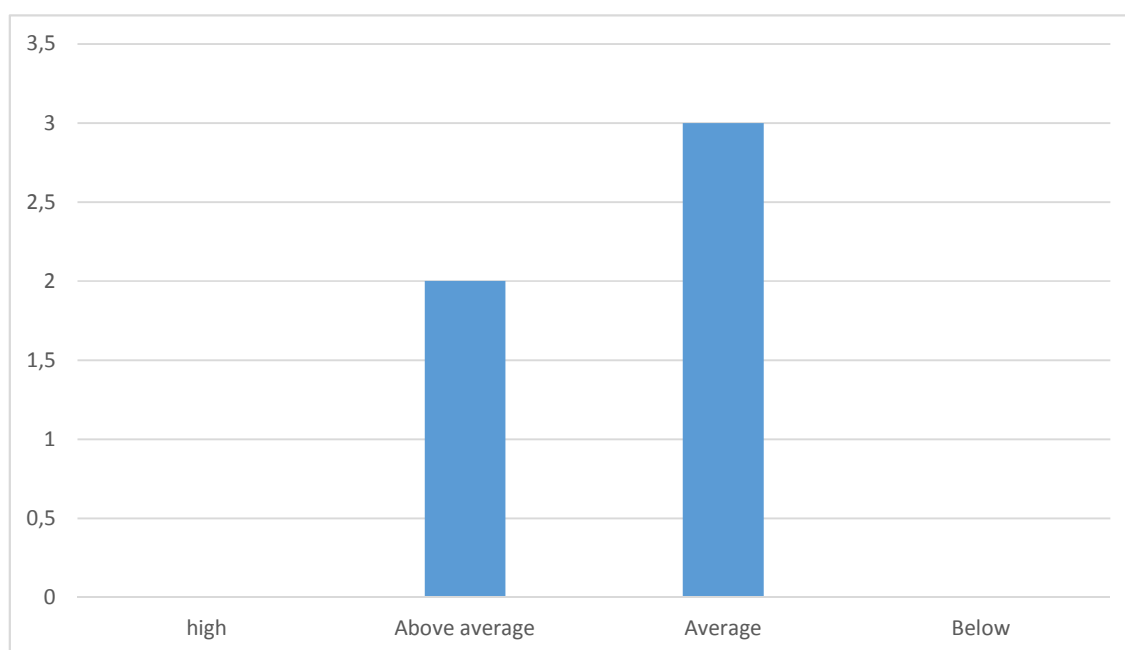
Figure 15

As it can be noticed 3 teachers find that the level of their students is average, while 2 find that the level of these students is below average.

Question 02: do you think that your students are motivated to speak in English?
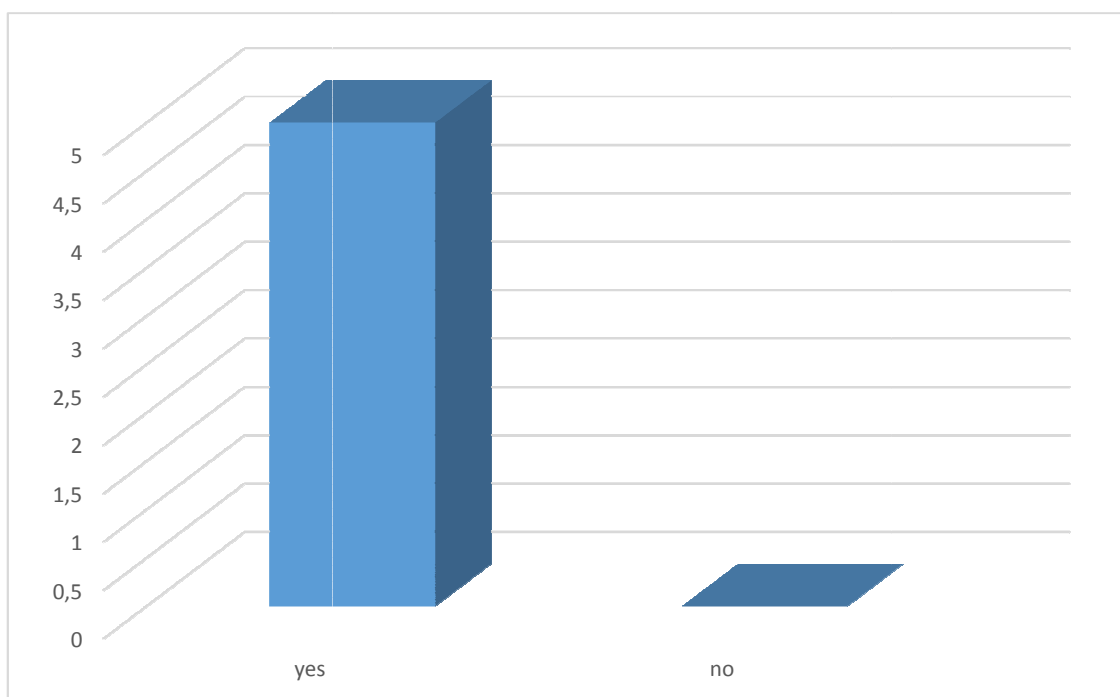
Figure 16

All of the teacher answered "yes" when asked whether they think their students are motivated to speak in English, when asked to illustrate further, about the means they would use in order to motivate their students they share a common point of view, where they agreed on creating a stress free environment where their students can feel at ease and to give them room to share their ideas without much correction.

Question 03: do students experience difficulties while giving a performance?

For this question all 5 teacher answered "yes" their students tend to experience difficulties while giving an oral performance in class.

Question 04:In Your Opinion, Do Students Experience Anxiety Attacks In Your Classroom?

Regarding this question all 5 teachers answered by "yes", their students tend to experience anxiety attacks inside the class room, when asked to scale the rate of the occurrence of said attacks the results were as follows:
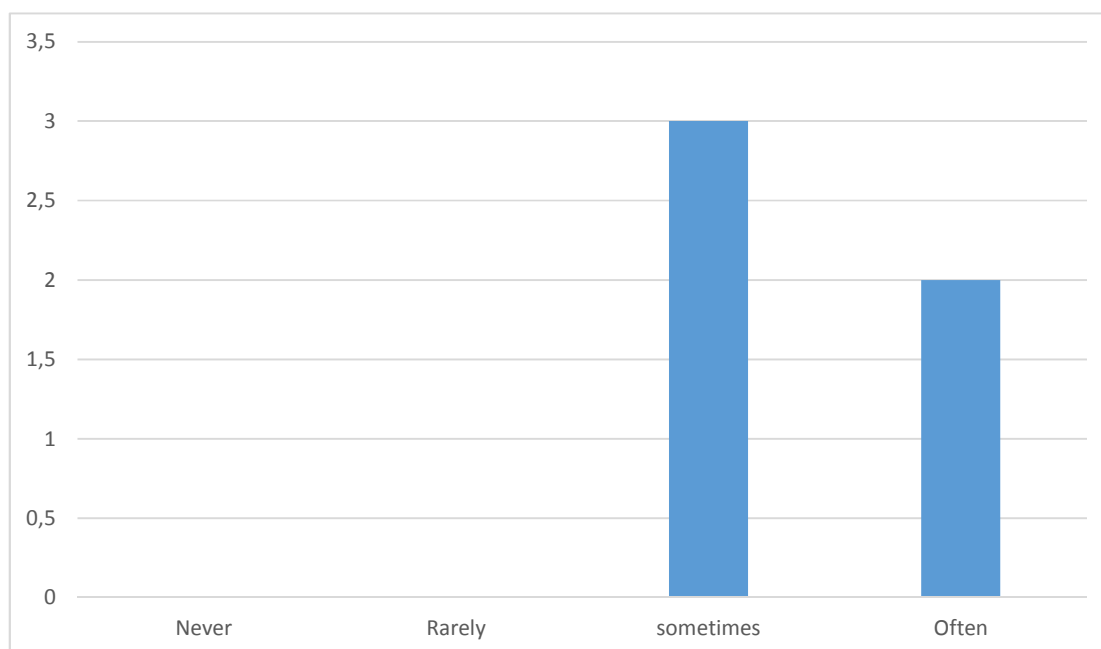
Figure 17

As the demonstrates, two teachers replied that their students often experience anxiety attacks, on the other hand 3 have answered that their students experience anxiety attacks "sometimes". This shows that most of the students suffer from classroom anxiety.

Question 05: Can The Symptoms Of Anxiety Appear On The Students' Physical State Of Being?

The teachers replied that the symptoms of anxiety can appear on the students' state of being, making it easy to notice whether the student is experiencing difficulties or emotional turbulence.

Section Two:

Question 01: Would You Raise Your Student's Awareness towards Anxiety?

All five teachers answered the question by ticking "yes". When asked to demonstrate how, the common answers where that they would make them more confident about themselves, creating a stress free environment where their feedback is necessary, familiarizing them with the process of public speaking, and acquainting them with the oral skill, so that they would feel adequate and to provide them with a feeling of power and control .

Question 02:In Your Opinion Can Anxiety Affect Students' Attitudes And Performances?

Regarding this question the teachers answer yes, anxiety does affect students' attitudes' and performances, the teachers added that anxiety can incapacitate students rendering them unable to perform, inhibiting their kinetic, psychic capacities, until complete incapacitation. They argued that the performance will suffer causing more anxiety, creating a loop where more drop in the level of performance will cause more anxiety. In addition they argued that anxiety might lead to a shift of attitude, and the linkage of an anxiety provoking experience to the teacher and to the module, therefore creating a sense of resentment toward both.

Question 03: Do You Think Anxiety Can Affect Student's Academic Achievements?

All five teacher agreed that anxiety could affect students' achievements, they justified by arguing that anxiety can hinder their progress, causing a drop in performance, leading to a decrease in academic achievements, as well as causing a sense of resentment toward language learning, causing students to avoid exposure and contact with others, resorting to the avoidance of using English as a mean of communication.

Question 04: What Kind Of Techniques Do You Suggest Students And Teachers Should Use To Counter Anxiety Attacks?

In this segment teachers suggested that it might be fruitful to create a good, stress free environment where students feel free to express their ideas without the fear of being overly evaluated, without the fear of being judged by their peers, they suggested making their students understand that the purpose of the session is to learn, not to be judged or evaluated, creating an atmosphere of confidence that will surely soothe the process, and make it endurable.

Discussion:

These results can be categorized to three main categories, the students' point of view toward the oral session, public speaking, and their awareness toward anxiety, the effects of anxiety on students' attitudes, performances and achievements, and the appropriate techniques to cope with anxiety.

First of all the results indicated that most students feel positive about the oral expression class, as the assert that it helps them improve their English, and their language mastery level, almost 50% of them engage within the class, this shows positive attitude toward the language learning process, in addition students seem positive about their level, where most of them think their average speakers,. On the other hand most of them replied that they do encounter issues while speaking in public, nearly 50% thought that anxiety is the main issue, others think that shyness is their main obstacle to face on stage.

Most students were familiar anxiety, 90% of the students answered that anxiety does affect the while on stage, and it does affect their performance making them more fragile and isolated, avoiding exposure with the language, when asked why they think that anxiety is an issue, most of them replied that the method used by the teacher, the

settings of the classroom, and the fear of embracement are the most anxiety provoking factors.

In addition most students think that anxiety does affect their achievements, they claimed that it causes serious emotional issues for them which might lead to becoming reluctant toward learning English as a foreign language, when asked to provide strategies that would help them cope with this disorder, they responded that they should be more motivated, and that the teacher should create a new environment where it's safe to express their selves without the fear of negative evaluation,

Conclusion:

Throughout this chapter, the analysis of both learners' and teachers' questionnaire confirmed that EFL students at the University of Biskra face various issues when performing publically, almost most of the subjects that answered the questionnaires admitted that they face anxiety attacks and it effects their attitudes, performances and achievements.

Throughout the analysis it appears that anxiety has major effects on the students, although most of them find the oral expression session interesting and useful, the obtained results show a positive attitudes towards the session and the learning process, however, students think that they lack motivation and proper work environment, they claim that the methods should be adapted to suit their need. The teacher also confirmed that most EFL students experience anxiety attacks during the session, they also suggested to motivate the students more, that is in order to make them comfortable with the language learning process0

General conclusion:

At the end of the research, this part will review and recapitulate the study conducted. We will be restating the research problem, identifying the methodology used throughout the study, stating the findings, checking whether our hypothesis is confirmed or not, suggesting some pedagogical implementations, mentioning the limitations of the study, and concluding with some recommendations for future studies.

EFL learners studying at the university of Mohamed kheider face various challenges, along their road to achieve speaking proficiency, these challenges manifest in the form of emotional disturbances, and this study focuses on unveiling these disturbances. In this work we tried to explore different factors that cause anxiety and trigger it, as well as giving a general overview on anxiety. We also discussed the effects of anxiety on the physical state of being of the students.for the second chapter we tried to corner the effects of anxiety on students attitudes, performances and achievements, the result were that anxiety does effect students in every aspect even the slightest.

In order to authenticate the results, we used the descriptive method to gather the need data, a questionnaire was submitted to a sample of 60 students, and only 42 copies were recovered. In addition 5 copies were delivered to five teacher. After the analysis of said questionnaire, the date showed that most students experience anxiety while performing in the oral expression class. According to them this is a result of the environment. The study also revealed that students need to be motivate constantly, to be evaluated not assessed, based on the answers on both students and the teacher, in order to keep the language learning process smooth and beneficial.

The study reinforced our theory, for instance we found that most students suffer from a performance drop when anxious .as well as they will experience a shift in attitude toward the learning process. The results correspond with our hypothesis. Future recommendations were giving by the teachers, while they asserted that an oral expression teacher should create a stress free environment, a healthy work place and avoid over assessment that is to avoid causing traumatizing experiences to their students.

During this study, we have experienced many issues, the most crippling one was the time-table, and it was too short for a very long, and exhausting process. Another issue was the lack of sources, the final issue ware the students that were asked to answer the questionnaire. It was a dramatically long process.

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Appendices

Students' Questionnaire

Dear student,

You are kindly requested to fill in this questionnaire to express your opinions about anxiety and its effects on students' attitudes, performances, and achievements. Your answers are very important for the validity of this research. As such, we hope that you will give us your full attention and interest. Thank you in advance and know that no research can be done without the collaboration of both the researcher and the population to achieve optimal validity.

Please, tick ☑ the choice that corresponds to your answer and answer briefly the open-ended questions.

I. **Personal information:**

   1. Gender: a. Male.   ☐

               b. Female.   ☐

   2. Age:

II. **Section one: Please choose only one answer.**

   1. You have chosen studying English because

     a. It was a personal choice.   ☐

     b. You were forced to do so by others.   ☐

     c. English was the only choice available.   ☐

     Other reasons:

     ………………………………………………….

     ………………………………………………………...

   2. Do you find speaking in English?

     a. Very easy.   ☐

     b. Easy.   ☐

c. Difficult. ☐

d. Very difficult. ☐

3. How often do you engage in oral expression classes?

a. Never. ☐

b. Rarely. ☐

c. Sometimes. ☐

d. often ☐

-Why?...

…………………………………………..

3. Which of the following describes your level of oral performance in English?

a. High.(15-17) ☐

b. Above average.(12-14) ☐

c. Average.(10-11) ☐

d. Below average. (6-9) ☐

e. Low.(0-5) ☐

4. How often do you speak English in the classroom (between you and you fellow classmates)?

a. Never. ☐

b. Rarely. ☐

c. Sometimes. ☐

d. Often. ☐

5. If rarely, do you think that this is due to:

a. Lack of motivation. ☐

b. The method that has been chosen by the teacher. ☐

c. Your personality. ☐

d. The setting of the classroom ☐

e. Shyness ☐

f. Stress ☐

g. Anxiety ☐

6. To what extent did the oral expression courses help you improve your oral performance?

    a. Very much.   □

    b. Somewhat.   □

    c. Don't know.   □

    d. Not very much.   □

    e. Not at all.   □

7. Do you enjoy the oral expression class?

    a. Yes.   □

    b. No.   □

Explain why

…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………………….

    Do you experience any kind of trouble while giving any kind of oral performance?

    a. Often   □

    b. Sometimes   □

    c. Rarely   □

    d. Never   □

8. What sorts of issues do you face?

    a. Shyness   □

    b. Stress/anxiety   □

    c. Fear of embracement   □

    d.Others:…………………………………………………..

III.   **Section two:**

1. Do you know what anxiety is**?**

    a. Yes.   □

   b. No.   ☐

2. Have you ever experienced anxiety or severe case of stress while performing an oral performance?

  a. Yes.   ☐

  b. No.   ☐

3. What factors do you think are the main causes for your anxiety issues? Why?

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4. In your opinion can anxiety effect your achievements on a scholarly level?

   a.Yes   ☐

   B.No   ☐

   Justify………………………………………………………………

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5. What do you think should be done to lessen the effect of anxiety on your performances/achievements/and attitude toward learning English as a foreign language?

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6. In your opinion what could be done by the teachers in order to treat or prevent anxiety attacks?

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Thank you and God bless you.

Teachers' Questionnaire

This questionnaire will serves as a data collection for a research work that aims at investigating anxiety disorder and its effects on students' attitudes, performances, and achievements at the Department of English, University of Biskra. I would be really thankful if you could take the time and the energy to share your experience with us by answering the questions below. Your answers are very important and will help us complete our research.

Please, tick √ to choose your answer. Thank you very much in advance.

General Information:

1. Your degree:

      a. BA (License)   ☐

      b. MA (Magister/Master)   ☐

      c. Ph. D (Doctorate)   ☐

2. How long have you been teaching English?

…………………………………………………………

Section one: Motivation and anxiety

1. Are the oral skills your major teaching concern?

      a. Yes   ☐

      b. No   ☐

2. How many years have you been teaching oral expression?

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3. Which of the following describes your students' level of speaking skill in English?

      a. High   ☐

      b. Above average   ☐

      c. Average   ☐

d. Below average ☐

e. Low ☐

4. Do you think that your students are motivated to speak in English?

    a. Yes ☐

    b. No ☐

5. If yes, whatdo you do to motivate them?

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6. Do you students experience any difficulties while giving a performance?

    a. yes ☐

    b.No ☐

7. In your opinion, do students experience anxiety attacks in your classroom?

    A. yes ☐

    B. no ☐

8. If yes, how often?

    a.never ☐

    b. rarely ☐

    c. sometimes ☐

    d. often ☐

9. Can the symptoms of anxiety appear on the student's physical status?

    a. yes ☐

    b. no ☐

Section two: Coping with anxiety

1. Do you (would you) raise your students' awareness towards anxiety and its attacks?

    a. Yes ☐

    b. No ☐

. If yes, how?

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2. In your opinion can anxiety affect students' attitudes and performances?

      a. Yes   ☐

      b. No   ☐

3. If yes, how?

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4. Do you think that anxiety could affect students' academic achievements?

      a. Yes   ☐

      b. No   ☐

 Because……………………………………………………………………………………

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  ……………………………………………………………………………………………

5. What kind of techniques do you suggest students and teachers should use to deal with anxiety attacks?

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Thank you